



Available online at www.sciencedirect.com

ScienceDirect

Procedia - Social and Behavioral Sciences 209 (2015) 389 – 394

Procedia
Social and Behavioral Sciences

International conference “Education, Reflection, Development”, ERD 2015, 3-4 July 2015,
Cluj-Napoca, Romania

The developing of emotional-formative competence of the future teachers, important factor in ensuring the future quality of education

Maria Mion Pop, Mihaela Giurgiulescu *

University of Bucharest, Faculty of Psychology and Educational Sciences, 90 Panduri Boulevard, Romania

Abstract

Teachers represent a fundamental and defining component in the process of primary education. It is the incisor countenance which is remembered by every grown-up as a model even if it is a good or a bad one, from whom we learn the art of reading and writing. This study presents relevant aspects which come to sustain the fact that emotional- formative competence based on instruments such as graphology and micro expressions contribute to a better evaluation of the student using the software as a tool for learning to decode and learn them. The research sample: 153 students.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the Scientific Committee of ERD 2015

Keywords: education, graphology, micro expressions, assessment, teacher

1. Introduction

The area of interest is represented in this article by acquiring and conscious developing of new educational and formative skills of teachers, for settling the teacher-student relationship in order to bring added value to the quality of the field. The direct contact between teacher and students requires certain behaviour by both sides. Justifying that the students are in a learning process, the teachers require a deep knowledge of students. The goal is a good coexistence between all the actors involved in this process so that each of them will fulfil their mission. So, our

* Corresponding author.

E-mail address: mariana.mionpop@libero.it, mggiurg@gmail.com

study proposes the learning of graphology and facial micro expressions competence by teachers to interact with students in mixed classes or, if only girls or only boys, of different ages, ethnicities, social level, special needs etc. We consider the proposal as a public utility and indispensable in classroom management (and not only) in the relationship between teachers and students, colleagues, their relationship with parents, school/institutional administration.

In this context there are included:

- Primary school teachers
- Secondary school teachers
- High school and vocational high school teachers
- Occupational school teachers
- Masters teachers
- School counsellors
- Psychologist

The student's first impact with school it is often a problem that is reflected in the ability of integration in a social group, working group, relationships. Therefore, the teacher is the figure that integrates the child into the socio-formative area; it is the figure that each adult remembers later, one way or another and evaluates as a role model, good or bad, but anyway pattern from the first days of school. The teacher has the mission to be responsible and get to know the students closely. It is also the person who relates in the formative educational context and needs to observe any little change of the student. Later on, the same mission is taken and processed at a higher level, more refined, by the gymnasium teacher. Teachers are facing difficulties in the relationship with the student because of several intervening factors. The student often feels unnoticed, unjustly marginalized. These factors together with couple of others generate conditions that are no longer specific to pupils in 3rd and 4th school years. Going forward, it is presented the relationship teacher-student in the training period of at 9th-12th school years. The relationship teacher - pupil is the most difficult and passes through phases as indifference to colleagues and teachers, disinterest in study and in the own social behaviour, school dropout, etc.

2. Environment

Private and state educational systems are trying to cover the demand of teachers with highly qualified staff, meaning that staff with university studies: bachelor, master and doctorate. The desire to become teachers in certain defined segments was expressed by students in a survey of the Faculty of Psychology and Educational Sciences in Bucharest. Of the total respondents, about 42% want very much to become university teachers; while the vast majority opts for preschool and primary. To the option of working in a state or private school/institution the respondents answer that it is important to have a job, no matter where, to the state or to private institution. None of the subjects mention that their presence in these institutions could bring added value through professionalism. So, in the light of these findings we offered to the students an expertise workshop in graphology domain, theory and application (National Conference of Applied Experimental Psychology, 2015) and other of Emotions Assessment in different contexts (National Conference of Applied Experimental Psychology, 2015), focusing on facial micro expressions, during the National Conference of Applied Experimental Psychology – EAPSI in the period May 18, 2015 - May 20, 2015. Among students, the interest was so high that they confirmed not only our challenging expectations, the need to develop the theme, but also the pleasure of knowing the interlocutors with the final purpose of self-regulation in the transmission of information / data communication in human relationships.

3. Experimentation

A first meeting has allowed the knowledge and the networking of the organizer with the students from different years of studies who want to embrace the teaching profession. We decided to experience two possible new competences necessary for personal development.

3.1. First experiment - micro expressions recognition

Nonverbal communication competence development with emphasis on facial micro expressions would bring a very high benefit:

- in their school results
- in the connections between the minors/ students and the teachers in the first part of the development
- in the students relationship with the gymnasium teachers
- in the teachers relationship with the high school students, which is the most important and delicate phase of their psycho-physical development.

For the first experiment we used the days dedicated to the workshop during National Conference of Applied Experimental Psychology, 2015 and we used Wezowski Patry's platform for micro expression training. Micro expressions are “very fast facial movements lasting less than one-fifth of a second, are one important source of leakage, revealing an emotion a person is trying to conceal.” (Ekman, 2003).

The intention of the research was to receive confirmation of the need to implement a specific university course on facial micro expressions segment as a means of personal development. There were 153 university students involved in this experiment.

First experiment phases:

For the start there were viewed photographs of some volunteers of the faculty. The participants were then asked, in a first stage, to write down their own opinion about each facial expression they were watching on a screen together with the other participants. Then, the participants were grouped and asked to respond collectively in groups. In the last phase of the experiment, they were asked to apply each of them at least one set (20 facial micro expressions) on the software platform (www.microexpressionstrainingvideos.com) choosing the difficulty level of exposure of facial micro expressions and receiving immediate feedback.

First experiment results:

In none of the phases of work, nor the difficulty lowest level, the students have not gone over 60% correct answers on sets of 20 positions / photos. The highest results were obtained in watching facial micro expressions of children; adult facial micro expressions engaged in conversation created the most difficulty to participants.

First experiment conclusion:

The results confirm the need of learning more on facial micro expressions recognition. The interest of the students involved in this workshop was above our expectations and they expressed their wish to deepen studies in the field. There will be

3.2. Second experiment - graphology

Our study has expanded to graphology as an instrument of awareness and self-assessment and for others evaluation (students, colleagues, relatives, known peoples, strangers etc. ...). This experiment was made as a workshop, too (National Conference of Applied Experimental Psychology, 2015). Although apparently trivial, this experiment allowed us to confirm the studies of other researchers in the field and in this case we project them in personality assessing in educational segment. There were 153 university students involved in this experiment.

Second experiment phases:

There was given a series of sheets to each subject: type I format sheet (for class I), a type II format sheet and a lined and a squares lined sheet with a request to write down a verse of the same poem known since childhood. Once completed sheets, the subjects were asked to put them in the order received, one over the other, and face down. Later, they were handed a white sheet A4 type and the subjects written a dictation of a familiar text at a sustained pace. Once finished dictating the subjects were asked to put the A4 sheet face down over other sheets completed.

On the big screen, the subjects could follow the explanation of the holograph writing characteristics. Subjects were asked to evaluate their own written on A4 sheet. In a successive phase, the subjects were examined their own written on type I format sheet (for class I), on type II format sheet and on the lined and a squares lined sheets. In the last part of the experiment, the subjects were faced all the five sheets.

Second experiment results projected in the formative process:

The interest of the students on the developed subject confirmed the desire for knowledge of the proposed theme. If years ago this knowledge was an occult science, it turned out that even in our experiment it is a necessity in speed era when holograph writing was legally required and becomes official document. *Verba volant, scripta manent*, provided they are handwritten.

Writing is the result of mind intention and thought, designed / externalized by limited energy forms so called graphic signs that unveil today the condition of yesterday. Learning the secrets of writing, we are learning to communicate what we want to communicate and hide what only ones allowed to know about our personality (Westbrook, D., Kenneez, H., Kirk, J., 2010; Pop Mion, M., 2014).

Students participating in the experiment expressed their own views on writing and deducted the utility of studying this noble science still at high school. They noted that for writing the same text, the time required for writing on guided sheets type I in relation to the free writing on A4 sheet is on average 4-5 times higher; time is joined by the imperfections of shape and size of letters and the difficulty of returning to the restricted / directed holograph writing.

Second experiment conclusion:

Here we are answering to one of the students' question: what was the purpose of writing on type I sheets? We concluded by confronting free writing on A4 sheets with writing on type I sheets that it is very difficult for a mind of a subject who acquired knowledge in more than 90%, whatever it is, to make apparently trivial things that would require increased attention (4-5 times).

After detailed discussions held with the subjects participated in the experiment on the formation of writing we found gaps in the alignment specifications so useful type I primary students.



Fig. 1. Type I sheet format

As can be seen:

1. The inclination to right of the oblique lines disadvantage left handed students
2. Between the lines delimiting the upper part of the letter (ex. the height of the letter "t") and the lower part of the letter (ie. the extension of letter "g") is missing:
 - a) at the top, there is not placed a dash dotted line indicating the place for the little line of letter "t", or the place or the upper diacritics;
Because of this flexibility, the indent position of upper line of "t" letter can be a clue that can be capitalized in graphological analysis technique.
 - b) at the bottom, the dotted line indicating the correct position of cedilla

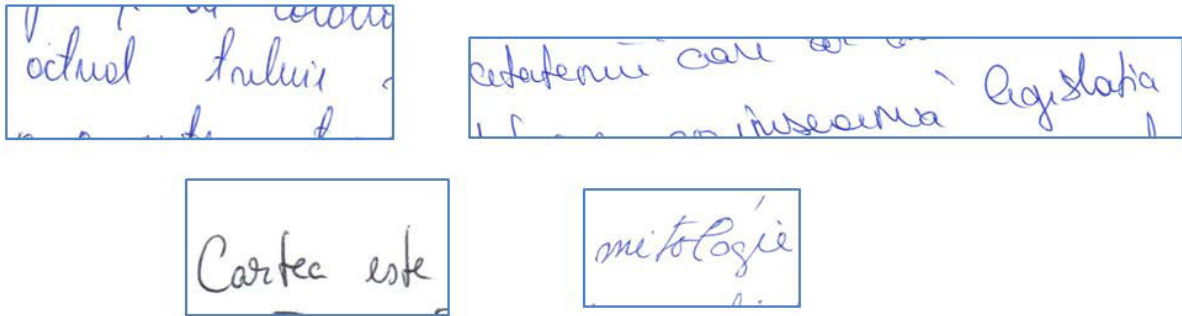


Fig. 2. Various representations of letter “t” specific to the subject’s personality

3. Between the horizontal lines (where is placed the central body of a letter, e.g. the letter “a”), is missing the support dotted line indicating the point for the connections between letters.

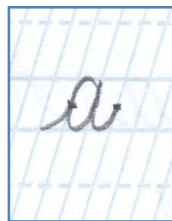


Fig. 3. A dotted line support for letters connections is missing

4. Discussion

The class master and the primary school teacher should be two professional separate entities. The teacher’s responsibility is to teach the student how to write and afterwards practice writing in order for it to settle into the long term memory of the student. Teacher’s duties are both to direct the student to write correctly and analyse the content. Any kind of deviation from the rules should be alarms for the class masters, who have the duty to not only supervise the good learning route of the student but also the student behaviour and relation with others. By learning graphology and nonverbal there will for sure be an open relationship between the teacher and student. The benefits of this relationship extend beyond the school entity to family, community and society. One segment of the experiment has shown great interest in the student’s participant to work: handwritten signature; it can translate through a focused personality of its author and externalization. We conclude that these skills should be learned from the undergraduate education of the future teachers/ professors; through their evaluation they will influence the lives of those instructed. Acquiring this type of competence in the faculty of science curriculum can be an opportunity to prepare quality teachers.

Using the software in micro expressions can be said that is an exercise for a better supervision of the student by the teacher with the purpose of improving the relations between the actors in the context of educational background. This way, the teacher and the professor can understand the student’s mood and the emotions generated by tension and relaxation in the classroom.

It is important to educate a student to interpret his own writing together with others hand writing; the student can self-regulate the handwriting, can learn what to communicate and how to communicate, to adjust his behaviour and relationships with classmates and others based on a better knowledge of them.

Most of the time, the school doesn’t know about the intimate family relationships which unfortunately can have a very strong influence towards the academic achievement and student behaviour. On a carefully handwriting assessment they stand out and sometimes can be improved or even eliminated, and the student beneficiaries from a

tighter supervision and evaluation from the class master and counsellor/ psychologist in the school. We believe that targeted information to parents/ family/ guardian over the forms of evaluation by direct observation of the student/ child/ adolescent and even adults can bring an added value to a family relationship, in family-child relationship, school-parents and family-society.

5. Conclusion

Combining the two experiments results we can say that although the teacher, the class master and the primary school teacher should be three distinct entities, they are required to have a common denominator: the knowledge of the student's personality development. Therefore we deduce that the calligraphy provides the art of writing, the graphology, the art of communication and facial micro expressions, the deduction of emotional states that the author put on the paper, an official document of their own ego. The evolution of writing and topical content that we are learning from a teacher/ professor had confirmed over the time the level of training. A gesture, a micro expression a fraction of a second long, it is a transient signal that can tell a lot about someone's life any time; but writing is an eligible document anytime and anywhere. This symbiosis opens the door of subtle communication in socio-human relations, being of public utility in communication through knowledge.

Acknowledgements

This paper has financial support through the project „Young success researchers - personal development in multidisciplinary and international context: POSDRU/159/1.5/S/132400, project financed from the European Social Fund Operational Programme Human Resources Development 2007-2013.

References

- Ekman P. (2003). *Emotions Revealed: Recognizing Faces and Feelings to Improve Communication and Emotional Life*, New York, NY, US: Times Books/Henry Holt and Co.
- Micro expressions Training Videos, accessed on May, 2015, <http://clicks.aweber.com/y/ct/?l=9fg1s&m=3zHzuRX2cZJj4HR&b=uBgZj12cjM6BfL7EOU3hw> - MTV
- Pop Mion, M., (2014), The influence of Alternative Therapy on GSR reactivity at youngsters-A pilot study will be published in *Procedia - Social and Behavioral Sciences*.
- Westbrook, D., Kenneleez H., Kirk, J. (2010). *Introduction to cognitive behavioral therapy, Polirom, Bucharest*